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THE SCHOOL REVIEW

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SOCIETY FOR VOCATIONAL EDUCATION

Fourteen years ago a small group of interested people organized themselves into what was known as the National Society for the Promotion of Industrial Education. This group consisted in the main of people who believed that industrial schools, to be properly organized and successful, must be so far as possible separate from the common schools. They secured subscriptions which provided for a relatively large annual budget. These subscriptions did not come from school people, but from manufacturers interested in promoting strictly trade training for pupils. Equipped with such funds, the society procured a high-priced, energetic secretary who spent his time, not in building up a strong society, but in promoting separate industrial schools. This secretary helped to formulate state codes of a sort favored by those who supported the organization. He came to Illinois, for example, and tried to influence the legislature of the state to set up a dual system. It was only through the vigor and watchfulness of the Illinois State Teachers' Association that the state was saved from following the suggestion offered by this agency. The nation was somewhat less fortunate than Illinois and was led by this society into a policy of as distinct organization of industrial education as it is possible for the federal government to adopt.

At the Philadelphia meeting of the society held in 1918 a new constitution was adopted, and the name of the organization was changed to that of the National Society for Vocational Education. The spirit of the earlier organization descended upon the new and there was much talk of the need of separate organization of industrial schools. By a cheap trick of parliamentary juggling the new society refused to put into its constitution a mild phrase which would indicate that its members were ready to think of industrial education as a part of the general plan of American education.

It does not require any very deep insight to foresee what such an organization is headed toward. The fat subsidies from outside are no longer forthcoming. The high-priced offices and officers disappear, and the hard routine of life comes on apace. The budget of 1921 is reduced to the following items: rent, \$1,000; salaries, \$3,000; printing, \$1,800; office, \$1,700; convention, \$500. This slender budget does not permit very much advising of state legislatures or of Congress. Yet even this meager fund with which to divide, if possible, the American school system turns out to be a staggering undertaking for the society which a few years ago was opulent and in control. Listen to the plea sent to the members with the annual notice that the time has come to pay dues. Here it is in full.

TO THE MEMBERS OF THE
NATIONAL SOCIETY FOR VOCATIONAL EDUCATION:

The fiscal year of the society ends October 31. As a member interested in maintaining the prestige and usefulness of the National Society for Vocational Education, you must face the financial situation in which the society finds itself.

At the last two conventions members were emphatically told that the society could no longer depend upon donations for support; its own members must henceforth carry their organization and keep up their national headquarters.

With utmost economy the budget for the ensuing year will amount to \$8,000. The cost of everything that is procured with that money has gone up—in most cases, except salaries—more than double. We close the present year with a small deficit. The regular dues of our 2,200 members give us hardly more than half of the above amount.

The Executive Committee at its last meeting clearly saw that dues must be raised. Nearly all other societies of national scope have doubled or more

than doubled dues in the last half-dozen years. But to raise the dues of the National Society will require an amendment to the constitution which, for fiscal purposes, cannot become effective until November 1, 1921.

It is therefore necessary, if the organization of the society is to be maintained, that you come forward and help in the matter pending a change in the constitution. Each member should—each member must—if he wishes to maintain the society, contribute *now* five dollars: two dollars as regular dues, and three dollars additional to make up the total, which is absolutely necessary to provide for the convention, publish the proceedings and other items, maintain the headquarters, and render such other services as are now practicable.

The thousands of vocational school teachers and supervisors and other friends of vocational education in America believe in and will support their national organization—it is in that conviction that we now ask you promptly to remit *five dollars* as your contribution to the society for the current year.

It has taken a great deal of patience on the part of some who believe in a unit system of schools in America to live through these fifteen years of abuse of the common school by those who have talked loud and long about separate industrial education. There is perhaps a touch of elation in the act of drawing one's check for five dollars as called for in this circular in order to give the unconverted part of the "2,200 members" time to think over the wisdom of coming, after all, into the general fold and working for a broader education which shall follow American lines and support itself in the way in which all good democratic enterprises should be supported, out of dues properly arranged and assessed.

REGIONAL CONFERENCES ORGANIZED BY THE BUREAU OF EDUCATION

The following communication from the Commissioner of Education outlines a program which is designed to focus attention on the needs of schools.

The National Citizens' Conference on Education held in Washington last May voted that the Commissioner of Education should call another similar conference late in the fall of this year for the purpose of discussing the educational situation at that time, legislative measures to be presented to the legislatures of the several states next year, and the means of continuing the fostering of such interest among the people at large and their representatives in legislative bodies as may be necessary to obtain the needed legislation.

After carefully considering the matter, it seems to me that a series of regional conferences will be more effective than one conference for the whole country

could be. This will make possible a much larger total attendance and a more practical and detailed discussion of conditions and needs and methods of meeting than in the states of the several sections. I am, therefore, calling eleven conferences to be held as follows: Albany, New York, Saturday, November 27; Chicago, Monday, November 29; St. Paul, Tuesday, November 30; Helena, Montana, Thursday, December 2; Portland, Oregon, Saturday, December 4; Sacramento, California, Monday, December 6; Denver, Colorado, Wednesday afternoon and evening, December 8; and Thursday morning, December 9; Kansas City, Missouri, Friday, December 10; Memphis, Tennessee, Saturday, December 11; Columbia, South Carolina, Monday, December 13; Baltimore, Maryland, Wednesday, December 15.

To these conferences are invited governors of the states, members of legislatures, school officers of the states, members of state boards of education, county and city superintendents of schools, county and city boards of education, presidents of universities, colleges, and normal schools, and members of the boards of education of these schools, mayors of cities, members of city councils, members of chambers of commerce, members of Kiwanis Clubs, Rotary Clubs, women's clubs and all patriotic civic organizations, members of farmers' unions, members of labor unions, ministers, business men, all who are interested as citizens in the improvement of the schools, which as citizens they own, control, pay for, and use, and all who are interested in any way in the promotion of education from the standpoint of statesmanship and the public welfare.

ENGLISH CONFERENCE

The departments of English composition of the women's colleges of New England held a conference late in October to discuss once more the difficulties and hazards to their task of teaching young women how to compose in the vernacular. The following account of the meeting is taken from the daily press:

The first main question was some means of establishing the student's use of good English outside the limits of the English department. With this came some discussion of the desirability or undesirability of setting up a list of practices which would positively not be tolerated, but would cause the student indulging in them to receive a condition. The value of such a list to preparatory teachers was pointed out, but the objection was strongly urged by many that the stressing of the negative side was unfortunate and misleading. Means of inducing other departments of the college to co-operate in getting hold of the worst offenders against good English were discussed.

The second chief subject was the entrance examination in English—its value as an index of the student's real ability and the criticisms raised against the examinations set by the College Entrance Board. According to statistics compiled by the four colleges, the comprehensive plan examination has proved

a surer index of what the student can maintain in college than the old plan examination. The papers set for the comprehensive examinations were criticized by some of the preparatory teachers as exacting more than can reasonably be expected of the average student and tending to bewilder him. In the discussion it was pointed out that the student of the present day cannot be counted on to have the amount of reading, especially outside reading, that was formerly expected. A question on the last examination paper requiring the student to set down with considerable rapidity a list of twenty books of which he retained certain definite impressions was objected to as asking of a very great number of the students of today almost an impossibility.

PUBLIC EMPLOYMENT AGENCIES FOR TEACHERS

During the past year Mr. Charles B. Schrepel made an investigation of the public placement bureaus for teachers maintained by state departments of education. The results of his inquiry were presented as a thesis for the master's degree in the Department of Education of the University of Chicago. A summary of his findings is as follows:

Eleven states have made legislative provisions for the organization of a bureau for the placement of teachers. They are Alabama, Iowa, Maine, Massachusetts, Minnesota, South Carolina, Oklahoma, South Dakota, Wyoming, Michigan, and New Hampshire.

In Michigan and New Hampshire the bureaus do not operate effectively, although they are legally authorized, for no appropriation was made in either state to carry out the work. In New Hampshire so few teachers are available that only a very light registration is effected.

Of the nine states with active legal bureaus, four employ a regular director for full time, one employs a director for part time, and three are managed by some member of the department staff who has other work to do.

A common practice in these bureaus is to enroll a candidate for one year, to charge a small enrolment fee, and to supplement the fees received by state funds. Most of them write to the references submitted by the candidate and treat the recommendations as confidential with the bureau and employing officers. Only one bureau directly recommends candidates. All the others simply make nominations or suggestions of candidates. It is generally the policy of the bureaus to place the whole responsibility of evaluation and choice of teachers directly on the employing officers.

Five states, Connecticut, Mississippi, Texas, Vermont, and Pennsylvania, maintain fairly active placement bureaus not specifically authorized by any legislative enactment. These bureaus actively secure the names of candidates and the locations of vacancies, make briefs of teachers' records, and treat singly the cases of vacancies.

Illinois, Indiana, Nevada, West Virginia, and Virginia maintain bureaus not authorized by law and not yet well organized. They make no special attempt to secure either the names of candidates or locations of vacancies and handle cases in groups by issuing printed lists of teachers and positions.

In twenty-two states, Arkansas, Delaware, Louisiana, Maryland, Nebraska, Oregon, Rhode Island, Tennessee, Arizona, California, Colorado, Florida, Georgia, New Hampshire, New York, North Carolina, North Dakota, Utah, Washington, Kansas, Missouri, and Montana, the department officers receive information that is sent voluntarily and send it out in the form in which it comes to them. They maintain a record on file of candidates and reports of vacancies. Employing officers may call at the department and go through the files. Occasional lists of vacancies, when sufficient in number, are briefed and listed, and published in mimeographed form.

The states of Idaho, Kentucky, Ohio, New Jersey, and Washington do not attempt teacher placement work.

GRADING HIGH-SCHOOL STUDENTS BY TESTS

Superintendent Tildsley, who was dropped by the New York Board of Education from the position of Associate Superintendent, as described in the September issue of the *School Review*, was later reinstated in the next lower grade of superintendency and was given back his former duties as supervisor of the high schools. He has prepared a vigorous report on the high schools of New York which is summarized in the *New York Evening Post* in the paragraphs quoted below. The report, together with the superintendent's comments, gives some idea of the magnitude of the high-school problem that faces a great city. In some measure the same problems growing out of unprecedented expansion of secondary schools arise in smaller cities also. There is in the movement toward more careful consideration of these matters promise that the teachers and supervisors of the upper schools will shortly follow the examples of the elementary schools and adopt scientific methods in organizing their work.

The summary is as follows:

Reduction in the size of the largest high schools and more new buildings placed in closer proximity to the pupil groups they accommodate are urged by Dr. William L. Ettinger, Superintendent of Schools, in his introduction to a report on high schools for 1918 to 1920, recently submitted by Dr. John L. Tildsley, former associate superintendent of high schools in this city.

High schools have doubled in size in the past ten years, Dr. Ettinger points out, and the organizations, such as the Washington Irving, De Witt

Clinton, and Stuyvesant high schools, with registers of about 5,000 are taxed far beyond their normal capacities. More schools built nearer the pupils, he believes, would greatly lessen the dangers, inconveniences, loss of time, and expense incident to long journeys twice daily.

The development of a co-operative high school which provides both instruction and actual vocational practice in alternating weeks he considers a real contribution to the high-school organization.

Although the enactment of the Lockwood-Donohue Bill materially relieved the shortage of high-school teachers, Dr. Ettinger believes that only a further recession in prices or a further increase in salary will insure a supply of teachers sufficient in skill and numbers to meet the needs. Much of the high-school mortality and poor scholastic results he blames on the crudity of method used in assorting children. "One of the most interesting aspects of Dr. Tildsley's report," he says, "is the abundant evidence of the keen interest high-school principals and teachers have shown in the intelligence and diagnostic tests that have been recently developed and which they have used with increasing discrimination and success.

"There is also increasing evidence to show not only that by means of proper classification and carefully supervised study the instruction is being individualized but also that the different social activities of the schools afford ample opportunity to enable high-school pupils to develop habits of initiative and co-operation which are basic, not only to success in school, but also to material success and good citizenship in adult life. As a result of the volunteer activities of pupils the combined high-school general organizations handle approximately a quarter of a million dollars each term."

Dr. Ettinger concurs in Dr. Tildsley's recommendation that provision be made for a director of commercial branches in order to improve the teaching in that department. "As we are spending annually approximately \$1,000,000 for teaching business subjects," he said, "the salary of a competent supervisor at the rate of \$6,000 per annum would be an overhead of only two-thirds of one per cent. The increase in efficiency that would result from the intensive supervision would more than offset the additional cost."

A CONTRAST

The following paragraphs, taken from an Alabama publication, indicate that there are comparisons clear enough in their implications to require no comment:

The board of education of the city of Detroit, with a total population of 993,739 according to the 1920 census, has been allowed a total of \$31,201,024 for the year 1920-21.

The white population of Alabama, according to the 1910 census was 1,228,832. The total disbursements in the state last year for all schools, both white and negro, were \$7,258,398.

ELEMENTARY EMBRYOLOGY FOR HIGH-SCHOOL GIRLS

The heading of this note is borrowed from the cover of a twelve-page pamphlet issued by the public schools of the city of Cleveland as one of a series designed to inform citizens of what is going on in their schools. The pamphlet explains what is being done by the science teacher of one of the technical high schools to give girls a biological view of the processes of reproduction. The program here outlined ought to prove helpful to others who are trying to solve this problem. The comment with which Superintendent Jones prefaces the publication is as follows:

May I brush aside formal language and say very directly what is in my mind on the subject of this address? I have never read anything on the subject of life, its origin, and the social relation that has been done so wholesomely, so clearly and intelligently as the presentation of this paper.

This address is not a matter of words. It is the formal expression of a practice in school room work that has been in operation for a number of years. The matter of the development of life and its expression to young people would be a simple matter indeed if the spirit of this address could be the spirit of everyone who undertakes to tell this story to young people.

THE NEW JERSEY COURSE IN PROBLEMS IN
AMERICAN DEMOCRACY

In 1919 the New Jersey legislature enacted the following law:

In each high school of this state there shall be given a course of study in Community Civics and a course of study in Problems in American Democracy, which courses shall be prescribed by the Commissioner of Education, with the approval of the State Board of Education. The course in Community Civics shall be completed not later than by the end of the second year, and the course in Problems in American Democracy shall be begun not earlier than at the beginning of the third year. The time to be devoted to each of the aforesaid courses shall be at least sixty full hours in periods of at least forty minutes each. The foregoing courses shall be given in all approved and registered high schools and taken by all pupils enrolled in the years in which the subjects are required to be taught as aforesaid. . . .

The courses of study provided for in section one . . . of this act shall begin with the opening of the schools in the year nineteen hundred and twenty, and shall be given together with instruction as to the privileges and responsibilities of citizenship as they relate to community and national welfare with the object of producing the highest type of patriotic citizenship.

The state department has just issued a pamphlet prepared under the supervision of A. B. Meredith, formerly Assistant Commis-

sioner of New Jersey and now Commissioner of Connecticut, which gives a detailed outline of such a course, together with a bibliography which can be used by the teacher in providing readings for the class.

The course opens with a historical and critical discussion of some of the fundamental principles of democratic government. There are, for example, sections entitled "Forms of Government Defined and Illustrated" and "Our Civilization Chiefly Anglo-Saxon in Origin." Such sections are followed by references to national and state constitutions.

These studies of government and historical backgrounds are followed by chapters on economic and social problems. A list of the major problems included in this part of the course is as follows: "Private Property," "Capital and Labor," "Communication and Transportation," "Conservation," "Immigration and Americanization," "Education," "Political Problems," and "International Relations."

A very good example of the way in which historical, civic, and economic materials have been utilized to develop a closely correlated course can be shown by quoting the following subdivision of the section on "Communication and Transportation."

THE SIGNIFICANCE OF EASE AND RAPIDITY OF INTERCOMMUNICATION

1. *Economic*

- a) Opens up new territory for occupation and production.
Without the railroads, industry would never have reached the interior of our extensive territory.
- b) Railroads and ships bring to our doors the vast productions of the world.
- c) Auto-trucks and long distance hauling.
- d) Prices are lowered by competition among world markets.
- e) Production is increased by the following:
 - (1) Mobility of labor
 - (2) Transportation of coal and other fuels
 - (3) Transportation of raw material
- f) Telegraph and telephone as rapid means of communication expedite business.

2. *Political and social*

- a) The ancients were great road builders, for they recognized the necessity of rapid and easy means for troop movement and intercommunication.

- b) The greatest nations in history were great maritime nations, for intercommunication tends to create versatility.
- c) The Greeks called all people who did not live in Greece "Barbarians." A barbarian was an enemy. Lack of contact through a lack of intercommunication tends to breed distrust and social isolation.
- d) Examples in American history of sectional interest and intersectional disputes resulting partly from a lack of intercommunication:
 - (1) Annapolis Convention—1785
 - (2) Virginia and Kentucky Resolutions
 - (3) Burr Conspiracy
 - (4) Hartford Convention—1814
 - (5) Gibbons *vs.* Ogden Case—1824
 - (6) Southern Confederacy—1860

TEXAS SCHOOL AMENDMENT

The adoption of an amendment to the state constitution of Texas by the decisive vote of two to one, on November 2, marks the culmination of a campaign of education through attempted legislation and public discussion which has extended over a series of years. In effect, the amendment removes entirely the constitutional inhibition on local district-school taxing power. Under a wise statute, the measure will make it possible for any district to vote any rate of tax for the maintenance and support of its schools and for making permanent improvements which a majority of the property tax-paying voters may approve at an election held for that purpose. The amendment will apply to all so-called "common" and "independent" districts of the state and will affect probably seven-eighths of the population. Among the cities affected is San Antonio, which has been handicapped for years, and recently has been far behind financially and unable to meet competition in the matter of teachers' salaries.

A brief history of this movement may be of general interest. About ten years ago, after a vigorous campaign of the friends of education led by the State Superintendent of Public Instruction and the "Conference for Education in Texas," an amendment was carried raising the limit from 20 cents on \$100 of property valuation to 50 cents, and providing that the vote necessary to carry a tax election in a district should be a majority only, instead of a two-thirds as formerly.

It was realized by school leaders at the time that this limit was too low, but a higher limit could not at that time have been secured from the legislature. Almost immediately the agitation began for raising the limit to \$1.00, or removing it altogether. Four years ago the matter of raising the limit to \$1.00 was submitted to popular vote by the legislature and was defeated by only a few hundred votes.

The measure recently adopted was submitted by the legislature in 1919 and a vigorous campaign has been kept up in its behalf since that time. The amendment was supported by the State Department of Education, the State Teachers' Association, the State Democratic Platform, the farmers' organization, State Federation of Women's Clubs, the State Congress of Mothers, teachers' organizations, chambers of commerce, school superintendents and school leaders generally, higher institutions of learning, public, private and parochial, Rotary Clubs, Kiwanis Clubs, Lions Clubs, and so on. It has been urged through the public press and from forum, platform, and pulpit in every nook and corner of the state and in practically every schoolhouse. Every leading daily in the state and many church papers have championed it editorially. There has probably never been a greater concentration of effort on a campaign in the state than in this instance.

The success achieved is all the more noteworthy when it is remembered that the vote came at a time of great financial stress throughout the state, due to the decline in the price of cotton to less than its cost of production, and in view of the further fact that the legislature in its special session in August made a special appropriation of four million dollars for raising teachers' salaries. That Texas has made a long step forward educationally is conceded by all.

T. H. SHELBY

STATE-WIDE PHYSICAL ABILITY COMPETITION

The New York State Department of Education in a recent bulletin gives a full account of a championship competition which was carried out in May in the public schools of that state. The

bulletin gives the score of all the competing school systems. These are not quoted because they have little general interest. The prefatory statement which explains the plan is given in full as follows:

During the month of May, the Department of Education through its physical education staff conducted a state-wide physical ability test which was probably the largest and most comprehensive ever attempted. Though not the originator of the idea, it may safely be said that the Empire State has taken the lead in carrying out a physical ability test on a state-wide basis, including students of the seventh and eighth grades and high schools, both boys and girls. In number of contestants and in closeness of competition it stands as a record of achievement, highly satisfactory to all concerned and a cause of congratulation to all who had a part in it.

Eighty per cent of the enrollment of all schools entering were tested between May 1 and May 22, and results from 56 cities and 203 villages, involving nearly 300,000 school children, were computed and forwarded to the State Department before May 26. This meant considerable work, especially in cities like Binghamton and Rochester where it involved from 1500 to 4500 pupils. A few instances of uneven conditions in competition, such as running or jumping down grade, and of errors in computation necessitated the rejection of some scores, and in each case, these, as well as the winners in the various divisions were checked over by the inspectors from the department before the final results were published last June.

Representing, as it did, more than half of all the cities and villages in the state, the competition has given an impetus to this form of interschool and intercity contests. Plans for next year's test with improvements and modifications are already under way, and details are being worked out to incorporate the very valuable suggestions received from the various workers in the field.

The adopted modifications for 1921 include:

1. A 60-yard dash for junior boys to replace the 100-yard dash used this year, standards to be 10 3-5 seconds minimum, 8 3-5 seconds honor, 6 3-5 seconds maximum.
2. In chinning the bar only the ordinary grasp (palms forward) will be allowed.
3. In the running and catching for junior girls the rope may be lowered to 8 feet.
4. Only scores from 80 per cent of the entire grade or class enrollment will be considered in awarding best grade or class score.
5. A special set of events and standards for the rural schools without academic work.

The final totals for state grand championship show that a village on Long Island just barely excelled a city on the southern tier and this in turn excelled a village in the northern part of the state by an extremely small margin.

The state was divided into five sections to assure greater fairness in competition.

Section I included all cities of the first and second class.

Section II included all cities of the third class.

Section III included all villages having a superintendent of schools.

Section IV included all school districts under district superintendents having ten or more teachers or that employed their own physical director.

Section V included all school districts maintaining secondary departments and under sole supervision of state teachers of physical education.

Two divisions were also made as to the pupils themselves. The junior division with its events and its own scoring table included pupils of the seventh and eighth grades and first year high school; the senior division, with its own scoring table, included the second, third, and fourth year high-school pupils.

The events consisted of running (100 yards), jumping (standing broad), and climbing (chinning the bar) for boys. For girls it included running (50 yards), running and catching, and throwing (basketball). No spike shoes were allowed; timing was done by regulation stop-watches, and all rules applied to make the competition the fairest possible for the greatest number of contestants.

The placing of several small villages with limited facilities for conducting these tests high up among the leaders is explained in part by their small enrollment, in some cases the record of an entire school or village depending on the performances of less than half a dozen pupils. However, in the majority of cases it was due to the smaller town having its own physical director, thus assuring each pupil a greater amount of attention from an expert play leader with the resulting increase in physical ability. Much credit is due the splendid organization and efforts put forth by the larger cities in conducting the test on so large a basis.

Certificates of award, signed by the Commissioner of Education and State Supervisor of Physical Training, have been prepared and are being forwarded this fall to the winners of all the various classes and divisions.

NEWS ITEMS FROM SECONDARY SCHOOLS

SCHOOL LIBRARIAN REQUIREMENT IN WISCONSIN

State Department of Education, Madison, Wisconsin.—In 1919 there went into effect in this state, by the requirement of the state superintendent, a plan by which every high school in the state receiving special high-school aid employs as one member of the faculty either a part-time teacher-librarian or a full-time librarian. In addition to having general qualifications to teach in high schools, the teacher-librarian or full-time librarian must have a certain

minimum of library training. At present the minimum consists of the completion of a course for high-school librarians requiring at least seventy-two recitations with accompanying preparatory and practical work. This is the equivalent of a four-credit college course in the subject. Full-time high-school librarians are expected to be graduates of an accredited library school.

The principal difficulty in putting this requirement into operation was the small number of people qualified to act either because of lack of library training, or, having the library training, because of lack of general high-school teaching qualifications.

Inasmuch as the great majority of the 385 high schools of the state are so small that a full-time high-school librarian is out of the question, the problem resolved itself largely into securing high-school teachers who had at least the minimum of library training required. Notification of the requirement had been given to school authorities a year or two before it went into effect. The University of Wisconsin then provided a course for teacher-librarians both during the regular year and during the summer session. A number of the state normal schools of Wisconsin did the same. Still there was a great lack of qualified high-school librarians. It therefore became necessary to look to some supplemental agency for preparing such teachers. The Extension Division of the University of Wisconsin, at the suggestion of the State Department of Education, arranged to offer a correspondence course for teacher-librarians. Over two hundred high-school teachers of the state enrolled in this course last year, many of whom have now completed the course.

The high-school people of the state are practically unanimous in their hearty support of the librarian requirement. To be sure, it makes necessary more effort to secure a properly qualified corps of teachers, but this difficulty is a small price to pay for giving adequate attention to this important department of education. Wisconsin is determined to give in its schools the training in the use of books and libraries which is of great value for school- and life-purposes.

The teacher-librarian is required to spend a definite part of the school day in doing library work, the length of time depending

upon the number enrolled in the high school. Even in the smallest high school she is required to spend at least one period per day in the library. In general, it is expected that the teacher-librarian will have a time allowance for library work of at least one period for every seventy-five students enrolled. High schools are advised that in case of an enrolment of as many as four hundred students a full-time librarian is desirable.

The high-school teacher-librarian has two main duties. First, she is to organize and administer the high-school library. Second, she is to give a course of lessons on the use of books and libraries to the first-year high-school students. The State Department of Education provides a guide for this course of study entitled "Library Lessons for High Schools." One lesson per week during the academic year is necessary to complete this course. The department has also issued a course of study in the use of books and libraries for the grades entitled "Lessons on the Use of the School Library," providing definite lessons from the first to the eighth grade, inclusive. When this course shall finally produce its full result in the grades, it will not be necessary to give as many lessons perhaps in the high school as at the present time, and the instruction in the high schools may be of a more advanced nature.

O. S. RICE